

Name/Date \_\_\_\_\_

Teacher/Grade \_\_\_\_\_

Scores: Reading Engagement \_\_\_/8      Oral Reading Fluency \_\_\_/16      Comprehension \_\_\_/24  
 Independent Range:                      6–7                      11–14                      17–22

Book Selection      Text selected by:       teacher                       student

## 1. READING ENGAGEMENT

Ask the student to bring his or her completed Student Reading Survey to the conference.

## 2. ORAL READING FLUENCY

### INTRODUCTION

*T: This informational text, A Pack of Wolves, tells about wolves that live in North America. Please read aloud to the star on page 2. Show the student where to stop reading at the \*.*

### RECORD OF ORAL READING



Record the student's oral reading behaviors. Note the student's fluency (expression and phrasing). Be sure to time the student's reading.

### Page 2

#### The Gray Wolf

Large numbers of gray wolves once lived in North America. For years, humans and wolves shared the land. Early hunters admired the wolf's skill. Then people started to farm, build cities, and raise cattle. They wanted to protect their cattle and pets. They killed about nine out of every ten wolves. That's why today, wolves have disappeared from most states.

Wolves are the largest members of the dog family. There are five types of gray wolves found in North America. They are the eastern timber, Great Plains, Rocky Mountain, Mexican, and Arctic wolves. Adult gray wolves can weigh between 50 and 145 pounds. Males tend to be larger than females. Gray wolves' fur ranges in color from white to gray to black. Their bushy tails are about 2 feet long. In cold climates, a wolf curls its tail around its nose for warmth when it rests.

Wolves have very good senses. With their yellow eyes, they can spot a rabbit trying to hide 400 yards away. Wolves can hear mice under the ground with their large, pointed ears. Their sense of smell is amazing, too. When the wind is just right, a wolf can sniff out its prey about a mile away.

Time: \_\_\_\_\_ minutes:seconds

**ORAL READING WORDS PER MINUTE, PERCENT OF ACCURACY**

Use the student’s oral reading time to circle the WPM range.

Word Count: 205

	INTRVN	INSTR	IND	ADV
Minutes:Seconds	2:57 or more	2:56–2:04	2:03–1:31	1:30 or less
WPM	69 or less	70–99	100–135	136 or more

Count the number of miscues that are not self-corrected. Circle the percent of accuracy based on the number of miscues.

	INTRVN	INSTR	IND		ADV	
Number of Miscues	10 or more	8–9	6–7	4–5	1–3	0
Percent of Accuracy	95 or less	96	97	98	99	100

- If the student’s score falls in a shaded area for either WPM or Accuracy, STOP! Reassess with a lower-level text at another time.

**3. COMPREHENSION**

**PREDICTION**

Students do not use the text when making their predictions.

**T:** *Follow the directions on the first page of your Student Booklet. After you have finished your predictions, come to me (or raise your hand).*

**Note:** For students who have an Individual Education Plan in place for reading and/or written communication, follow the directions in their plan. You may read aloud the prompts in the Student Booklet and/or scribe their responses if required. Give no additional prompts.

While the student completes the Prediction page, complete the Teacher Analysis of Oral Reading on the next page and circle the descriptors on the *DRA2* Continuum that best describe the student’s oral reading fluency.

**Note:** After the student has completed the Prediction page, continue with the assessment if time permits. Otherwise, have the student read the book and complete the Student Booklet at another time.

**STUDENT READS AND RESPONDS**

All students may use the text to complete pages 2–4 of the Student Booklet.

*T: Read the story. When you are finished, write a summary of what you have read and answer the remaining questions in the Student Booklet. If you have questions, please come to me (or raise your hand).*

**4. TEACHER ANALYSIS**

**ORAL READING**

If the student had 5 or more different miscues, use the information recorded on the Record of Oral Reading to complete the chart below.

<p><b>Student problem-solves words using:</b></p> <p><input type="checkbox"/> blending letters/sounds</p> <p><input type="checkbox"/> letter-sound clusters</p> <p><input type="checkbox"/> onset and rime</p> <p><input type="checkbox"/> knowledge of spelling patterns (analogies)</p> <p><input type="checkbox"/> syllables</p> <p><input type="checkbox"/> rereading</p> <p><input type="checkbox"/> no observable behaviors</p>	<p>Number of miscues not self-corrected: ____</p> <p>Number of words told to the student: ____</p>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>Miscues interfered with meaning:</b></p> <p><input type="checkbox"/> never</p> <p><input type="checkbox"/> at times</p> <p><input type="checkbox"/> often</p> </td> <td style="width: 50%; padding: 5px;"> <p><b>Miscues included:</b></p> <p><input type="checkbox"/> omissions</p> <p><input type="checkbox"/> insertions</p> <p><input type="checkbox"/> reversals</p> <p><input type="checkbox"/> substitutions that were</p> <p style="padding-left: 20px;"><input type="checkbox"/> visually similar</p> <p style="padding-left: 20px;"><input type="checkbox"/> not visually similar</p> </td> </tr> </table>	<p><b>Miscues interfered with meaning:</b></p> <p><input type="checkbox"/> never</p> <p><input type="checkbox"/> at times</p> <p><input type="checkbox"/> often</p>	<p><b>Miscues included:</b></p> <p><input type="checkbox"/> omissions</p> <p><input type="checkbox"/> insertions</p> <p><input type="checkbox"/> reversals</p> <p><input type="checkbox"/> substitutions that were</p> <p style="padding-left: 20px;"><input type="checkbox"/> visually similar</p> <p style="padding-left: 20px;"><input type="checkbox"/> not visually similar</p>
<p><b>Miscues interfered with meaning:</b></p> <p><input type="checkbox"/> never</p> <p><input type="checkbox"/> at times</p> <p><input type="checkbox"/> often</p>	<p><b>Miscues included:</b></p> <p><input type="checkbox"/> omissions</p> <p><input type="checkbox"/> insertions</p> <p><input type="checkbox"/> reversals</p> <p><input type="checkbox"/> substitutions that were</p> <p style="padding-left: 20px;"><input type="checkbox"/> visually similar</p> <p style="padding-left: 20px;"><input type="checkbox"/> not visually similar</p>		
<p><b>Copy each substitution to help analyze the student's attention to visual information.</b> e.g., <u>skin</u> (substitution) skill (text)</p>			

**Oral Reading Rate: (Optional)** Use the formula below to determine the student's exact oral reading rate. Convert the student's reading time to all seconds.

$$205 \text{ (words)} \div \text{_____ total seconds} = \text{_____ WPS} \times 60 = \text{_____ WPM}$$

**DRA2 Continuum**

- Use the information from the Student Reading Survey and the Student Booklet to circle the descriptors that best describe the student's responses.
- Add the circled numbers to obtain a total score for each section.
- Record the scores at the top of page 1. Record the Comprehension score at the top of page 4 after the colon.

**Note:** If the Comprehension score is less than 12, administer *DRA2* with a lower-level text.

Name/Date \_\_\_\_\_

Teacher/Grade \_\_\_\_\_

<b>DRA2 CONTINUUM</b>				
	<b>INTERVENTION</b>	<b>INSTRUCTIONAL</b>	<b>INDEPENDENT</b>	<b>ADVANCED</b>
<b>Reading Engagement</b>				
<b>Wide Reading</b>	1 Title(s) below grade level; limited reading experiences and book knowledge	2 2–3 titles slightly below grade level; some reading experiences	3 At least 4 titles from 2–3 genres or multiple books from 1 genre; generally on-grade-level texts	4 Wide variety of titles across 3 or more genres; many on- and above-grade-level texts
<b>Self-Assessment/Goal Setting</b>	1 No strengths and/or goals related to the reading process; no real plan	2 General strengths and goals (e.g., read more); general plan	3 At least 1–2 specific strengths and goals related to the reading process; relevant plan	4 3 specific strengths <u>and</u> goals related to the reading process; 2–3-step plan
<b>Score</b>	<b>2 3</b>	<b>4 5</b>	<b>6 7</b>	<b>8</b>
<b>Oral Reading Fluency</b>				
<b>Expression</b>	1 Monotone; very little expression	2 Some expression that conveys meaning	3 Expression emphasizing key phrases and words at times	4 Expression emphasizing key phrases and words effectively
<b>Phrasing</b>	1 Mostly word-by-word	2 Inappropriate pauses; shorter phrases most of the time	3 Generally appropriate pauses; heeds most punctuation; longer, meaningful phrases most of the time	4 Appropriate pauses; heeds all punctuation; consistently longer, meaningful phrases
<b>Rate</b>	1 69 WPM or less	2 70–99 WPM	3 100–135 WPM	4 136 WPM or more
<b>Accuracy</b>	1 95% or less	2 96%	3 97%–98%	4 99%–100%
<b>Score</b>	<b>4 5 6</b>	<b>7 8 9 10</b>	<b>11 12 13 14</b>	<b>15 16</b>
<b>Comprehension</b>				
<b>Questioning/Prediction</b>	1 Illogical or unrelated question(s) and/or prediction(s)	2 1–2 reasonable questions and/or predictions related to the text	3 At least 2 reasonable questions and predictions that go beyond the text read aloud	4 At least 3 thoughtful questions and predictions that go beyond the text read aloud
<b>Summary</b>	1 1–2 ideas/facts in own language and/or copied text; may include incorrect information	2 Partial summary; generally in own language; some important ideas/facts; may include misinterpretations	3 Summary in own language; includes many important ideas, some vocabulary, and supporting facts from each section	4 Summary in own language; includes all important ideas, key vocabulary, and supporting facts from each section
<b>Literal Comprehension</b>	1 Little information from the text and/or incorrect information	2 Partial information from the text; may include misinterpretation	3 Information from the text that accurately responds to question(s) or prompt(s)	4 All important information from the text that effectively responds to question(s) or prompt(s)
<b>Interpretation</b>	1 Little or no understanding of important text implication(s)	2 Partial understanding of important text implication(s); little or no detail	3 Understands important text implication(s); relevant supporting details	4 Insightful understanding of important text implication(s); important supporting details
<b>Reflection</b>	1 Insignificant or unrelated message or information; no reason for opinion or no response	2 Less significant message or information <u>and</u> general reason(s) for opinion	3 Significant message or information <u>and</u> a relevant reason for opinion	4 Significant message or information <u>and</u> reason(s) for opinion that reflect higher-level thinking
<b>Metacognitive Awareness</b>	1 Unrelated or no example(s); may copy a strategy	2 General or limited example(s)	3 At least 1 specific example from the text related to the identified strategy; may include details	4 At least 2 specific examples from the text related to the identified strategy; includes details
<b>Score</b>	<b>6 7 8 9 10 11</b>	<b>12 13 14 15 16</b>	<b>17 18 19 20 21 22</b>	<b>23 24</b>

Choose three to five learning/teaching activities on the *DRA2* Focus for Instruction on the next page.

## DRA2 FOCUS FOR INSTRUCTION

### READING ENGAGEMENT

#### *Wide Reading*

- Teach student strategies to select appropriately leveled texts for independent reading
- Introduce student to reading materials from a variety of genres and purposes
- Teach strategies to build reading stamina
- Create structures and/or routines to support reading at home
- Develop and monitor clear expectations for amount of independent reading
- Teach student how to use a reading log to monitor book selection and set reading goals

#### *Self-Assessment/Goal Setting*

- Model and discuss strategies good readers use
- Help student identify 1–2 reading goals and a plan of action to improve reading
- Support revision of ongoing reading goals

### ORAL READING FLUENCY

#### *Expression and Phrasing*

- Model and teach reading in longer, meaningful phrases with appropriate expression
- Have student practice appropriate expression with familiar texts
- Teach student to recognize and emphasize key phrases and words
- Teach student to heed punctuation

#### *Rate*

- Provide materials and time for repeated readings and timed readings to increase reading rate
- Give opportunities for student to read lower-level and/or familiar texts at an appropriate rate

#### *Accuracy: Word Analysis*

- Support and reinforce self-corrections of miscues
- Model and support how to take words apart (e.g., onset and rime, syllables) to problem-solve unknown words
- Teach how to use word chunks and analogies to problem-solve unknown words
- Provide spelling activities and word sorts to help student recognize patterns in words

### COMPREHENSION

#### *Questioning/Prediction*

- Provide opportunities for student to make and confirm predictions based on title, table of contents, and headings
- Model and support using background information to make meaningful predictions
- Model and teach student how to pose questions as a basis for predictions

#### *Summary*

- Share and identify characteristics of good summaries
- Model and co-construct written summaries of texts read aloud
- Model and support how to distinguish between more important and less important ideas and facts
- Model and support how to write a summary in one's own words
- Model and support how to use examples from the text
- Teach student how to use headings to organize a summary of an informational/nonfiction text
- Provide time for student to practice oral and written summaries

#### *Literal Comprehension*

- Show student how to use key words to identify specific information from the text
- Provide opportunities for student to answer and construct literal questions
- Model and support how to locate and use nonfiction text features (e.g., charts, graphs, maps, tables, headings, glossary, bold words, etc.)
- Teach student how to use and construct graphic organizers to keep track of key ideas and facts

#### *Interpretation*

- Teach and share examples of inferences
- Provide opportunities for student to support inferences with information or examples from the text
- Give student opportunities to respond to inference questions orally and in writing
- Model and support how to interpret nonfiction text features (e.g., how to read a chart or diagram)

#### *Reflection*

- Help student identify important information and/or key vocabulary in a variety of texts
- Demonstrate how to support opinion with details from the text

#### *Metacognitive Awareness*

- Model and teach comprehension strategies for nonfiction texts
- Provide opportunities for student to practice using a specific comprehension strategy (e.g., making connections, visualizing, etc.)
- Help student identify examples in a text where he or she used a specific strategy

### OTHER

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Name \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Grade \_\_\_\_\_

**BEFORE READING**

**PREDICTION**

What questions did you have as you were reading the first part of this text?

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_

What do you think you will learn from reading the rest of this text?

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_

**Let your teacher know when you have completed this page.**

**AFTER READING**

**Summary**

Write a summary of this book in your own words. Include the important ideas and facts from each section. You may use the book to help you write your summary.

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**LITERAL COMPREHENSION**

List 3 facts about gray wolves.

Gray Wolves	
1.	_____
2.	_____
3.	_____

**INTERPRETATION**

Why do you think wolves are able to survive in the wild? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**REFLECTION**

What do you think is the most important thing about gray wolves? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Tell why you think this is important. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**METACOGNITIVE AWARENESS**

Check 1 strategy that you used to help you understand this text.

- I recalled what I know about the topic.
- I asked myself questions as I read.
- I made connections.
- I decided what was important to remember.
- I thought about the reasons why things happened.
- I pictured what was happening.

Give at least 2 specific examples from this book that show how you used this comprehension strategy.

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**Reread what you have written to make sure your answers are how you want them to be before you hand in your booklet.**